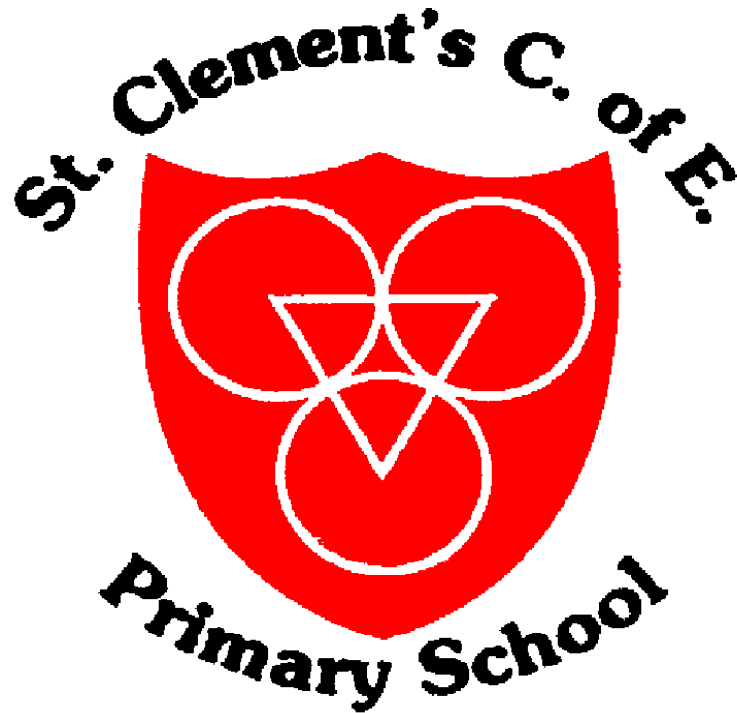


St Clement's C. of E. Primary School

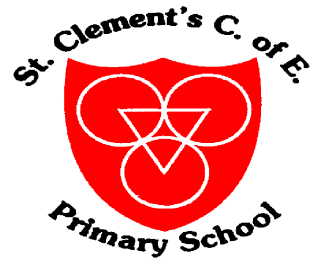


Editing and Improving Policy

Reviewed by JY & CG (Literacy Leads): May 2021

Approved by JP (Head): May 2021

Due for review: April 2023



Growing Together To Let Our Light Shine

Mission Statement:

We encourage and inspire children to aim high and challenge themselves in everything they do.

As a compassionate, Christian school, we are strong in our faith. We believe in love and forgiveness and are thankful for the opportunities we have to live and learn in our community.

(REVIEWED JULY 2019)

Our Christian Values

Faith

Hope

Love

Respect

Thankfulness

Compassion

Forgiveness

(September 2017)

DDA STATEMENT

At St. Clement's we will aim to:

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**
- **Encourage participation by disabled people in public life.**
- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

Editing and improving in our school:

At St.Clement's C of E Primary School, we believe providing feedback to our pupils is an essential aspect of the Teaching and Learning process. We ensure all of our pupils are provided with regular feedback during their learning. We believe pupils should be actively involved in the marking and feedback process, and we believe feedback at the point of learning (both verbally and written) is what has the impact on our pupil's learning and progress – e.g. praising and letting pupils know what they are doing well; ensuring misconceptions are dealt with at the point of learning. Through feedback at the point of learning, pupils can be given next steps to act upon/have their thinking challenged and progress in all sessions.

In English, we want pupils to understand the importance of the stages of the writing journey that we promote in school: the exploring and practising of skills in phase 1, the planning stage in phase 2 and then drafting, revising, editing, and publishing in phase 3- as all authors go through this writing process in order to produce their best final piece of writing. We expect pupils to use their English exercise books, for phases 1, 2 and 3 of our Literacy Learning journeys. In Key Stage 2, we have Literacy three books, in which mixed groups work together to carry out S&L activities/Talk for writing activities/activities linked to the shared reading being carried out. Pupils will also carry out short writes, which will be in their own exercise books. Throughout Phase 1 of the Literacy Learning Journey, pupils use their English exercise books to develop their writing skills, and we don't expect this to always be their best presented work (level 2 handwriting).

Throughout the phases pupils will be carrying out writing and during phase 3, pupils will draft pieces of writing in their exercise books, applying skills they have been exposed to, explored and practised in phase 1 and using their plans derived in phase 2. Pupils will continually self-assess and improve their work in response to self, peer, or group evaluation, or after discussion with the teacher. We are actively training our pupils to be more proactive with **proof reading** and checking for errors with their basic skills, spellings (please see *Spelling Policy* for more guidance) and to make sure their writing makes sense etc. In books you may see the coding below used by teaching staff or in some cases pupils (please see the *Presentation, Marking and Feedback* policy for more details). This is where pupils have been encouraged to proof read their work to check their basic skills and for errors in spelling, grammar and punctuation – pupils use pencils to correct their errors or improve their writing.

The coding system:

P = Punctuation error

C = Capital letters errors

G = Grammar issue

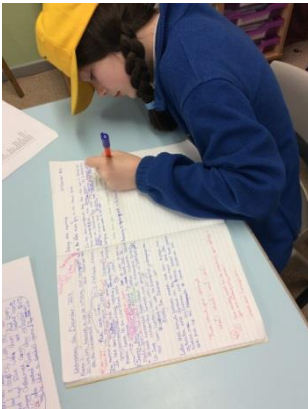
↗ = Missing word/words

S = Spelling error

V = Vocabulary choice

Pupils are also encourage to put a dot under words that they have found challenging, so they can return to it to check the spelling of it. Towards the end of reception and in Year 1, pupils are being encouraged to proof read each other's work, to check: it makes sense, for finger spaces, for capitals

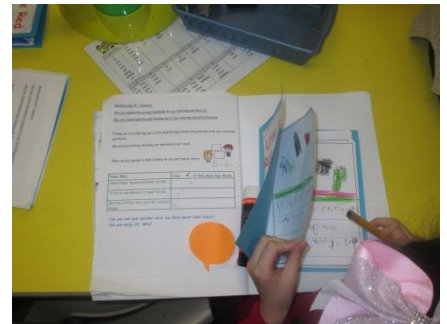
and full stops, and if they are applying their phonic skills – they wear ‘glasses’ to get in to the important role of a reader to read and check their partners work!



Year 6 Pupil editing and improving



Year 4 Pupil editing and improving



Year 2 Pupil editing and improving



We are also teaching our pupils, at the appropriate level, of how to **edit and improve** their writing effectively: using writing skills they are taught, exposed to through shared reading/writing, and from

the three areas of the “Writing Rainbow”: The Grammaristics, The Fantasticisms and the Boomtastics, taken from the Write Stuff approach.

Teachers will model to pupils how to edit and proof **read** writing live in the shared writes. Teachers will also use Guided Writes as an opportunity to guide pupils about how to edit and improve their writing to make it the best it can possibly be. In phase 3 teachers may provide 1 to 1 opportunities in order to *discuss* and *together* think of next steps to improve their writing. Pupils may focus on specific aspects they need to edit and improve in order to improve their piece of writing e.g. *word modification*, *sentence construction* and *punctuation and text cohesion* or linked to The Grammaristics, The Fantasticisms and the Boomtastics.

Editing and improving, where used, should be appropriate to the age and ability of the child, and may vary across year groups and key stages. In year 1 the expectation is for pupils to proof read for their basic skills and try and fix these, but to also show they can improve part of their writing to the best it can be and possibly publish it for their Wonderful Writing Book. It is the teacher’s discretion what the focus of editing and improving needs to be and how much of it needs to be edited and improved. There may be different focusses for different sessions e.g. for some pupils it may only be specific sentences, for others specific paragraphs, **for other pupils, more capable with editing and improving, they may be able to edit and improve all of** their writing as they go along or in response to given feedback.

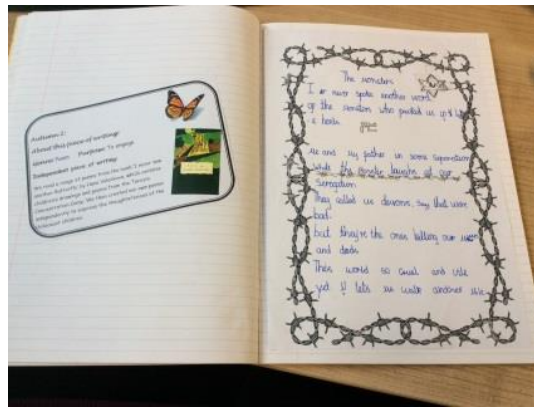
In some classes pupils have the opportunity to have some 1 to 1 feedback time with a member of teaching staff. **The** member of teaching staff will read/talk through the **pupils work with them and talk about the strengths of the piece of writing and then discuss with the pupil possible ways to improve the piece of writing.** The pupil will then respond to the feedback independently. The teacher may plan a guided writing **focus** session to support pupils who have displayed the same areas of need, and work with the group to model and support pupils with edit & improving specific focuses/parts of their writing.

In year 2 and the beginning of year 3 **until** the end of Autumn 2, pupils are using purple pens to show their editing/additions to improve their writing.

In years 4 to 6, pupils are encouraged to neatly correct their work (with pencil to highlight these changes) if they have made errors and make improvements in response to feedback or in response to proof reading and self-assessment of their own work. We want our pupils to understand the drafting, editing & improving process of writing is key and this is a process authors go through:

- <https://www.youtube.com/watch?v=4iGfYt8fR4U>

However, some writing pieces the children do will not always follow the above process in depth (e.g. not Learning Journey unit pieces), these may be timed pieces of work, shorts writes, one off pieces of writing (whole school creative write), a piece of writing carried out in another subject where pupils are applying their writing skills, pieces of writing tasks set to encourage pupils to apply previous taught skills. Pupils can still edit and improve, but this will only be through self-assessment. The brief alongside the piece of writing in the Wonderful Writing Book will give details about the writing.



Example of Wonderful Writing book brief

It is essential teaching staff are constantly modelling editing and improving strategies throughout the English curriculum and the rest of the curriculum and continue **to provide** pupils with the knowledge, support and resources needed to do this effectively and confidently. Final drafts (the best a pupil can do), which have been edited and improved in response to self, peer, or group evaluation will then be published by the pupil and put in to their Wonderful Writing Book, this will not be marked by the teacher as it is the final draft and the best the child is capable of doing, therefore an accurate representation where the pupil can be assessed at with their writing. We aim to support our pupils in becoming independent, motivated, confident writers throughout the writing process. We also want to celebrate our pupil's writing.

Expectations for Wonderful Writing Books 2021 – 2022:

Please see below the revised expectations for what should be in pupils Wonderful Writing Books (WWB). We still want to keep the WWBs, as we have been praised for these and ultimately we want our children to see the process of an author exploring writing, planning for writing, drafting and editing & improving their writing, then publishing, but we do not want it to be an onerous task for pupils, as we want them to be motivated writers, proud of their final write and enjoy the writing up session.

Allowing pupils to be illustrators too motivates them, or to read/show their final writes to an audience gives them an incentive, or invite parents/carers in to see their final writes motivates some pupils and obviously acknowledgement/awards for producing quality work. Again as the Editing & Improving policy states – the Wonderful Writing pieces should be the pupils 'best for them' piece of writing in response to adults' feedback, self/peer assessment. There should be a noticeable difference between the draft and final draft as shown in our Presentation policy for Literacy. They should not be marked – as the marking will have been done in their Literacy books and the final draft is to show their response.

Please continue to write briefs to explain what the piece of writing is/the support given etc – please find the format for this if needed on the Literacy file.

Year groups:	Expectation:
Foundation Stage	To continue what is already in place
KS1	<p>At least 1 Literacy unit written up/published per term in pupils' best handwriting (level 1) and presented creatively in their Wonderful Writing Books e.g. they may present it in a book/on special paper etc.</p> <p>Pupils should also publish sentences/paragraphs/short writes they are proud of and these can be stuck up.</p> <p>There should also be evidence of cross curricular writing pieces in their WWB's, again presented creatively and applying their level handwriting skills.</p> <p>You may allow pupils to type up a piece of writing, so they can apply their ICT skills – but the auto-correct must be taken off to show pupils capability.</p> <p>*If pupils have brought some quality writing in from home/for homework these can also be stuck in, but just need to be listed on the additional writing on the contents page.</p>
KS2	<p>At least 1 Literacy unit written up/published per term in pupils' best handwriting (level 1) and presented creatively in their Wonderful Writing Books e.g. they may present it in a book/on special paper etc.</p> <p>Pupils should also publish sentences (SEN)/paragraphs/short writes they are proud of and these can be stuck up.</p> <p>There should also be evidence of cross curricular writing pieces in their WWB's, again presented creatively and applying their level 1 handwriting skills.</p> <p>You may allow pupils to type up a piece of writing, so they can apply their ICT skills – but the auto-correct must be taken off to show pupils capability.</p> <p>KS2 writing projects may also be an opportunity for pupils to write something for their WWB.</p> <p>*If pupils have brought some quality writing in from home/for homework these can also be stuck in, but just need to be listed on the additional writing on the contents page.</p>